Comprehensive Progress Report

Mission:

The mission of the ECU Community School is to educate the whole child through a web of support that thrives through our partnerships.

Vision:

We will build a school culture that emphasizes safety, respect, and love of the children and families we serve. It is our mission to engage children in learning experiences that support their curiosity, creativity, and intellectual growth. It is our mission to create a school that respects children's strengths and meets their needs. The ECU Community School acknowledges and supports the integration of health, wellness and learning. Through the ECU Community School we will empower students, families and teachers to become informed, engaged and resilient citizens in our community. It is our mission to cultivate and support a love of lifelong learning and growth for students and their families.

Goals:

All students and subgroups will show growth toward proficiency on state assessment. The percentage of students performing at the proficient level on state assessments will increase by 15% for students in grades 3, 4, and 5.

Students and their families within the lab school will utilize a variety of wrap-around services to include counseling, social work, healthcare, behavioral health and other support services to address social-emotional and physical/wellness needs such that academic behaviors are positively impacted. Students and families will demonstrate engagement in traditional student support services to include mental health, adult/family education, and academic enrichment to include provision of school counseling, social work, and school nursing activities. Students and families will demonstrate engagement in enhanced support services which will focus upon innovation and enhanced integration of health support services to support the students at the ECUCS and the partnering school of South Greenville Elementary and the surrounding community. Both traditional and enhanced wrap around services will be documented with both quantitative and qualitative measures.

Teachers within the ECU Community School will participate in a professional learning community to prepare standards aligned instruction and implement research based strategies and best approaches to impact the learning of students in poverty.

Parent and Family Engagement: The ECU Community School seeks to establish a baseline for parent and family engagement with the future goal of increasing that engagement in order to cultivate a community of learners and a growth mindset for all stakeholders. The ECU Community School students and their families will participate in a series of activities in collaboration with the ECU school staff and university partners to foster engagement of all stakeholders in the culture of the school and specific learning goals included within our comprehensive plan for school improvement.

! = Past Due Objectives	KEY = Key Indicator

Core Function:	**Dimension A - Instructional Excellence and Alignment**
Effective Practice:	**High expectations for all staff and students**

		A1.04	ALL teachers assess student progress frequently using a variety of evaluation methods and make appropriate curriculum adjustments based on results.(5085)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Teachers assess utilizing the following methods and frequency: K-Initial screeners prior to the beginning of the academic year: daily progress monitoring, daily guided reading, quarterly reading assessments and conferencing with students weekly. 1 and 2- daily progress monitoring, daily guided reading, quarterly reading assessments and conferencing with students weekly. 3, 4 and 5- Beginning of year reading assessment, pre and post unit assessments, quarterly benchmark assessments (district created) , weekly classroom assessments, 4.5 week assessment (teacher created), AMC Math and Read Theory and Reading Inventory . While these assessments are given, future implementation efforts will focus on appropriate curriculum adjustment.	Limited Development 06/30/2019		

How it will look when fully met:	When this objective is fully met, all teachers will assess student progress frequently. Teachers will complete the following steps: • Create standard-aligned assessments • Interpret and evaluate data • Aggressively monitor student progress with anecdotal notes • Conferencing students about their growth • Re-visiting curriculum for gaps • Making changes and modifications to instruction • Conducting Small group instruction • Implement differentiated learning strategies • Utilization of formative assessments and summative assessments. Evidence of full implementation can be found in student report cards, benchmark assessments, EOG data, lesson plans, reflection sheets, and teacher created assessments.		LaKecia Brown	06/30/2021
Actions		**0 of 1 (0%)**		
2/24/20	Implement a universal screener		LAKECIA BROWN	06/30/2021
Notes:	The universal screener will be administered four times a year to monitor scholar progress			

KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
Initial Assessment:		We have a Pirate Expectations matrix that is posted in every classroom and throughout the building. The Pirate Expectations are taught daily. The same set of lessons is being taught consistently across classrooms. School administration reinforces expectations that are met every Friday with Pirate Awards. The Community School has individual and whole class recognition for meeting Pirate Expectations. Quarterly awards assemblies recognize scholar achievement. Character education is taught to every class. Sanford-Harmony will be implemented during the 2020-2021 school year to further support social/emotional learning.	Limited Development 08/26/2020		
How it will look when fully met:		The Community School will continue to have the Pirate Matrix posted throughout the campus. Expectations will be taught and modeled by staff and scholars. Scholars will be rewarded for meeting and exceeding the expectations. Scholars will be corrected when expectations are not met. As a result, the Community School will experience a lower rate of office referrals. Scholars will develop self-regulatory skills. Scholar performance should increase due to more time in the classroom and the utilization of self-regulation skills.		**Nedra Bruner-Jones**	**06/30/2021**
Actions			0 of 1 (0%)		
	8/26/20	1. Post Pirate Matrix 2. Teach/Model Pirate Matrix 3. Weekly scholar and class recognition for meeting the expectations		Nedra Bruner-Jones	06/21/2021
	Notes:				

Core Function:	Dimension A - Instructional Excellence and Alignment			
Effective Practice:	**Curriculum and instructional alignment**			
A2.01	**Instructional Teams meet regularly (e.g., twice a month or more for 45 minutes each meeting) to review implementation of effective practice and student progress.(5091)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	Not currently implemented	No Development 06/30/2019		
How it will look when fully met:	When this objective is fully implemented, instructional teams will meet a minimum of two times per month for 45-minute blocks. The school calendar will designate these meeting days, as well as, longer meeting block times on teacher workdays. Meeting agendas and minutes will mirror team discussions. Teacher reflection will be a major component of the discussion. With the use of common assessments, teachers will have an opportunity to calibrate.		Tracy Cole	06/21/2021
Actions		**0 of 1 (0%)**		
2/24/20	The Instructional Team will two times per month for 45 minutes.		Tracy Cole	06/21/2021
Notes:	Collection of minutes and agenda from these meetings will provide evidence of instructional team meetings.			

KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Trajectory guides with units of instruction are currently in place that assist with the planning of high quality lessons. Embedded within these guide are researched based strategies, resources and instructional approaches to meeting the standard. Teachers reflect each marking period /unit on the implementation of the guides for effectiveness to meeting the needs of the students.	Limited Development 06/30/2019		
How it will look when fully met:		Instructional Rounds to reflect on practice Professional Learning Communities to standards, assessments and what mastery looks like for scholars Frequent assessments to track scholar growth for next steps Collaboration with ECU faculty for research based strategies Scholar portfolios ECUCS Teaching Framework based on the 15 instructional practices of edTPA		Tracy Cole	06/30/2021
Actions			0 of 1 (0%)		
	2/24/20	Review the NC Standard Course of Study and the alignment created with the trajectory guide by the College of Education Trajectory Guide through the quarterly meeting with the Curriculum Director		LAKECIA BROWN	06/30/2021
	Notes:				

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			Data analysis and instructional planning			
		A3.01	Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(5110)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Third, fourth, and fifth grade teachers meet quarterly with the Curriculum Director to discuss data points and next steps.	Limited Development 06/30/2019		
How it will look when fully met:			When this objective is fully implemented, teachers are aggressively monitoring student performance through in class formative assessments. They are collecting data to determine additional instructional supports Target groups are established based on collected data. Instructional teams will develop a clear implementation strategy for remediation and enrichment.		LaKecia Brown	06/30/2021
Actions				0 of 1 (0%)		
		2/24/20	Creation of a schedule of quarterly meeting with Curriculum Director with structured agenda items. The agenda items will contain components of the learning cycle.		LAKECIA BROWN	06/21/2021
		Notes:				

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			Student support services			
	KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Currently, we have co-teaching to help address the needs of the individual student. At the beginning of the year, we have a universal screener, PALS, to assess students' levels in literacy. Additionally, we administer a biopsychosocial screener to address students' physical and social/emotional needs. The Community School has a full time school social worker and school counselor to assist with student needs. Training has been provided for the staff on guidelines for MTSS implementation.	Limited Development 08/26/2020		
How it will look when fully met:			Teachers will have available data for individual students and whole class on growth and rate of progress. The data will include, but not limited to, PALS assessment, biospsychosocial screener data, benchmarks and curriculum embedded assessments.		Malinda Pennington	06/30/2021
Actions				0 of 1 (0%)		
		8/26/20	1. Conduct the PALS assessment 2. Conduct biopsychosocial screener 3. Conduct additional MTSS professional development and implement best practices learned during the trainings.		Malinda Pennington	06/30/2021
		Notes:				
		A4.04	The school promotes social/emotional competency in school rituals and routines, such as morning announcements, awards assemblies, hallway and classroom wall displays, and student competitions.(5122)	Implementation Status	Assigned To	Target Date

Initial Assessment:	Establish a culture of consistency by the modeling and teaching of behavior expectations	Limited Development 02/24/2020		
	Posting of School Behavior Matrix			
	Direct instruction on school behavior expectations			
	Interventions by the school counselor and school social worker to help remove barriers to learning			
	Clear and consistent consequences and rewards			
	Student reflections			
	Scholars complete morning and afternoon annoucements			
	Hallways and classrooms display student work			
	Celebration of student growth			
	Quarterly awards assemblies are conducted			
	Staff visibility			
	Frequent parent communication by all staff members			
How it will look when fully met:	When this objective is fully met, scholars will be actively involved in providing morning announcements. Academic and behavioral successes will be recognized at quarterly awards assemblies. Additionally, academic growth will be recognized through classroom and hallway displays. Scholars will take part in competitions, such as Science Olympiad, Battle of the Books, Spelling Bees, Math Fair and STEM competitions.		**Nedra Bruner-Jones**	**06/30/2021**
Actions		0 of 1 (0%)		
2/24/20	Investigate student competitions (i.e. Registration deadlines, criteria for participation, fees, etc.)		Nedra Bruner	06/21/2021
Notes:				

KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Teachers observe patterns in students academic performance, attendance, and behavior. Their analysis is shared during data days. The school nurse, school counselor and school social worker participate in these data meetings and work to secure necessary resources to meet the needs of both scholars and families.	Limited Development 06/30/2019		
How it will look when fully met:		When this objective is fully implemented, ALL teachers will be attentive to students' academic, social, emotional, and physical needs. They will work with the Integrated Health Team to arrange for supports and interventions when necessary. On-going family meetings will be a medium for collecting information about scholars needs outside of school. Teachers and the IHC team will use family information and knowledge from on-going PD to help design a comprehensive system of support.		Kristian Backman	06/30/2021
Actions			0 of 1 (0%)		
	2/24/20	Protocols and procedures will be established for accessing the Integrated Health Team to analyze trends and patterns of scholars' needs to maximize outcomes.		Kristian Backman	06/30/2022
	Notes:				

KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
Initial Assessment:		The Community School engages in cross grade level PLC's to support student transitions from grade level to grade level . Students take part in a "move up" day near the end of the school year to see learn first-hand about expectations in their new grade level. Open House is held for rising kindergarteners. During the open house, assessments are given to rising kindergartners to gauge their strengths and areas for improvement. Rising middle school students visit their new middle schools for sixth grade orientation. School-wide activities throughout the school year help to foster smooth transitions between grade levels.	Limited Development 08/26/2020		
How it will look when fully met:		Students will be familiar with the policies and procedures of the next grade level. Student assessments will indicate that children will be on or close to grade level. For students moving to middle school, we will have 100% of our children registered prior to the start of school. Kindergarten students will be enrolled prior to the start of the school year.		Nedra Bruner-Jones	06/30/2022
Actions			0 of 1 (0%)		
	8/26/20	The Community School application will be posted online		YVETTE SPELLS	06/30/2022
	Notes:				

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			**Strategic planning, mission, and vision**			
	KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
Initial Assessment:			The Leadership meets one time per month. Agendas, minutes and sign-in sheets serve as evidence for the meetings.	Limited Development 08/26/2020		
How it will look when fully met:			The Leadership Team will meet twice a month with required stakeholders. Data will be agendas, minutes and sign-in sheets.		**Malinda Pennington**	**06/30/2022**
Actions				**0 of 1 (0%)**		
		8/26/20	Schedule Leadership Team meetings twice a month on the school calendar.		Malinda Pennington	06/30/2022
		Notes:				

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			**Distributed leadership and collaboration**			
	KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
Initial Assessment:			The teaching staff is afforded a one hour planning time each day to be used for instructional planning. All teachers are assigned a specific duty as evidenced by the school duty roster. Professional development days are scheduled throughout the school calendar.	Full Implementation 08/26/2020		

Core Function:	Dimension B - Leadership Capacity			
Effective Practice:	**Monitoring instruction in school**			
KEY B3.03	**The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	The principal conducts walk throughs of classroom during the school day and provides feedback to staff and students. The principal conducts yearly staff evaluations and gives individual feedback.	Limited Development 08/26/2020		
How it will look when fully met:	The Community School will employ a Curriculum Director to work with the principal in visiting classrooms and providing timely feedback.		**Tracy Cole**	**01/16/2023**
Actions		**0 of 1 (0%)**		
8/26/20	1. Hire a curriculum director		Tracy Cole	06/30/2021
Notes:				

!		B3.04	The LEA/School sets goals for professional development (based on data) and monitors the extent to which it has changed practice.(5150)	Implementation Status	Assigned To	Target Date
Initial Assessment:			The LEA/School has set goals for professional development. However, limited steps have been taken to monitor the extent to which these professional development sessions have changed practice. Professional development offerings for teachers aligned with school needs Support from ECU faculty members Partnership with ECU provides advanced educational opportunities through tuition remission Teacher autonomy to explore best practices Administrative support	No Development 06/30/2019		
How it will look when fully met:			When this objective is fully implemented, professional development will be designed based on faculty needs assessment, student gaps in learning, and school/district initiatives. Data reports will be collected from teacher reflections, classroom observations and impact on student learning. Teachers will determine time frame to revisit the effectiveness of the professional development.		**LaKecia Brown**	**06/30/2020**
Actions				**0 of 1 (0%)**		
		2/24/20	Following professional development on technology, a technology component will be added to Instructional Rounds protocol for teacher reflection		LAKECIA BROWN	06/30/2021
		Notes:				

Core Function:	**Dimension C - Professional Capacity**
Effective Practice:	**Teacher quality and experience**

	C1.06	The LEA/School offers an induction program to support new teachers in their first years of teaching.(5157)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Our current plan includes Beginning Teacher Orientation Collaboration with NC New Support Comprehensive Beginning Teacher Support Plan Monthly Beginning Teacher Support Meetings Mentor Teachers Quarterly professional development activities Instructional Rounds NCDPI Demonstration teacher leads PLC's for K-2 Interdisciplinary Units Collaboration between special education and general education teachers to implement a co-teaching model	No Development 06/30/2019		
How it will look when fully met:		When this objective is fully implemented, the induction program will contain the following components: • Monthly Beginning Teacher Support Meetings • Assigned mentors • A coach for classroom observations to provide feedback • Targeted professional development for teachers based on their needs • Goal setting sessions with Beginning Teachers and differentiated Professional Development		Tracy Cole	01/29/2021
Actions			0 of 1 (0%)		
	2/24/20	Produce a yearly calendar of events for beginning teacher		Tracy Cole	06/30/2021

		Notes:				

Core Function:			Dimension C - Professional Capacity			
Effective Practice:			Quality of professional development			
	KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Community School faculty and staff meet with university professors to learn more about best practices and strategies. Quarterly benchmarks are conducted. Results from the benchmarks are reviewed and next steps are designed. Instructional Rounds are implemented for teachers and teacher assistants. Trainings are conducted for teacher assistants. Monthly beginning teacher meetings are conducted. An orientation is held for all new employees to the school.	Limited Development 08/26/2020		
How it will look when fully met:			Data from student performance assessments, instructional rounds and feedback from faculty and staff are used to make decisions about school improvement and professional development needs.		Tracy Cole	06/30/2022
Actions				0 of 1 (0%)		
		8/26/20	1. Creation of instructional rounds schedule 2. Community School notebook of policies and procedures		Tracy Cole	06/30/2022
		Notes:				

Core Function:			Dimension C - Professional Capacity			
Effective Practice:			Talent recruitment and retention			
	KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date

Initial Assessment:	The Community School utilizes a Search Committee to help recruit and replace staff. Community School positions are also posted on ECU's website. All applications are screened by the Search Committee. The Search Committee makes a recommendation to ECU's College of Education for candidates in which they would like to interview. Candidates are interviewed and references are checked. The Search Committee makes a recommendation to the College of Education. The College of Education and the Human Resources Department further vet the candidates to ensure that they meet all hiring criteria. Staff is evaluated using a rubric from ECU. In the rubric, there is a self-evaluation section, as well as an evaluator section. Staff is rewarded through ECU benefits, such as earning leave at a higher rate, tuition remission and use of ECU facilities.	Full Implementation 08/26/2020		

Core Function: **Dimension D - Planning and Operational Effectiveness**

Effective Practice:		Facilities and technology			
	D2.05	The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (5854)	Implementation Status	Assigned To	Target Date
Initial Assessment:		ECUCS has worked to create a culture of consistency. The staff created a matrix of behavior expectations. Time has been identified within the calendar year to teach, recognize, and reinforce behavior expectations. Students know how to respond to emergency situations (i.e. Fire Drill, tornado drill, and lock downs.) Interventions by the school counselor and school social worker to help remove barriers to learning Clear and consistent consequences and rewards Student reflections Staff visibility Staff flexibility to provide supports where needed Frequent parent communication by all staff members	Limited Development 06/30/2019		
How it will look when fully met:		When this goal is fully implemented, the following components will be evident: 1. Safety-Rules and expectations, consequences, positive reinforcements, clear communication. This helps to establish a culture of consistency. 2. Welcome-Cleanliness, display of student work, positive faculty/staff interactions 3. Conducive to Learning-Resources are available to support learning, teachers are knowledgeable of the content and are able to facilitate learning, a non-threatening environment where students are free to engage in learning.		Nedra Bruner-Jones	06/30/2021
Actions			0 of 1 (0%)		
	2/24/20	Modeling and teaching the behavior expectations on the Pirate Matrix		Nedra Bruner	06/30/2021

Notes:					

<table>
<tr><td colspan="2">Core Function:</td><td colspan="2">Dimension E - Families and Community</td><td></td><td></td></tr>
<tr><td colspan="2">Effective Practice:</td><td colspan="2">Family Engagement</td><td></td><td></td></tr>
<tr><td></td><td>E1.03</td><td colspan="2">ALL teachers systematically report to parents/guardians the student's mastery of specific standards-based objectives.(5179)</td><td>Implementation Status</td><td>Assigned To</td><td>Target Date</td></tr>
<tr><td colspan="2">Initial Assessment:</td><td colspan="2">Teachers report to parents/guardians the student's mastery of specific standards-based objectives through progress reports and report cards.</td><td>Limited Development 06/30/2019</td><td></td><td></td></tr>
<tr><td colspan="2">How it will look when fully met:</td><td colspan="2">Teachers will prepare mid-marking period progress reports and quarterly report cards to reflect scholar progress on specific standard based based objectives. Portfolios of scholar work will be maintained as evidence of their performance. Parents will be able to access scholars' grades through the Power School Parent Portal.</td><td></td><td>Tracy Cole</td><td>01/31/2022</td></tr>
<tr><td colspan="2">Actions</td><td colspan="2"></td><td>0 of 1 (0%)</td><td></td><td></td></tr>
<tr><td></td><td>2/24/20</td><td colspan="2">Create a standards based report card through Power School</td><td></td><td>YVETTE SPELLS</td><td>08/15/2021</td></tr>
<tr><td colspan="2">Notes:</td><td colspan="2"></td><td></td><td></td><td></td></tr>
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KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
Initial Assessment:		ECUCS communicates with parents/guardians about its expectations and the importance of curriculum in the home through parent conferences, IEP meetings, and family engagement nights.	Limited Development 06/30/2019		
How it will look when fully met:		Strong parental involvement in Curriculum Night Parent Conferences offered during varying times of the day Home Visits Telephone Calls Counselor and Social Worker securing resources and connecting families with outreach programs Use of Social Media to communicate school happenings Tuesday Home/School Folders Opportunities to participate in Parent Focus Groups, Parent Advisory Council and PTA/PTO		Malinda Pennington	01/29/2021
Actions			0 of 1 (0%)		
	2/24/20	Establishment of PTA/PTO		Malinda Pennington	06/30/2022
	Notes:				

	E1.11	All teachers meet with family members (parents or guardians) formally at least two times a year to engage in two-way communication regarding students' cognitive, socio-emotional, and physical development outside the classroom.(5187)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Teachers meet with some family members at least two times per year to engage in two-way communication regarding students' cognitive, socio-emotional, and physical development outside the classroom.	Limited Development 06/30/2019		
How it will look when fully met:		Parent teacher conference days, engagement nights and student orientations will be designated in the school calendar at the start of the school year. These school events will serve as avenue for families to share needs and access resources.		Kristian Backman	06/30/2022
Actions			0 of 1 (0%)		
	2/24/20	Establish a consistent documentation method to reflect parent/teacher communication		Kristian Backman	06/30/2022
	Notes:				